

Escondido Union High School District
**Instructional Coaching Program and
Services Overview**



EUHSD Instructional Coaching Mission

The mission of the Escondido Union High School District's Instructional Coaching Program is to partner with educators throughout the district to structure and provide educational experiences for students that are engaging, relevant, and meaningful. The coaching program ensures all teachers enjoy access to job-embedded professional learning designed to facilitate reflection and the opportunity for continuous improvement of teaching and learning.

EUHSD Instructional Coaching Vision

EUHSD teachers engage in a non-evaluative collaborative partnership with instructional coaches to more effectively co-investigate and solve instructional problems of practice and ensure student learning.

“The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives.”

-Robert Meehan

EUHSD Instructional Coaching Overview

EUHSD is committed to creating a learning focused culture for all its educators; instructional coaches play a vital role in terms of ensuring teachers have access to support when it comes to their work around curriculum and instruction. Teachers-on-Special Assignment (TOSAs) hired as instructional learning coaches continue on as full-time teachers and are part of the Escondido Secondary Teachers Association (ESTA). Whether these individuals provide support from the District Service Center (DSC) or are embedded at the site-level, they take on a special role in which they support fellow teachers in a non-evaluative partnership. The coaches' work is carried out according to research-based best practices and guidelines as outlined by the California Department of Education (CDE) and nationally recognized [professional learning standards](#).

Our district's instructional coaching practice places a strong emphasis on the process of allowing teachers to explore their practice with the help of questioning as well as co-create the support they need to ensure student learning occurs at the highest possible levels.



Key Roles of the Instructional Coach

Instructional Coaching

- *Provide one-on-one and small group coaching support related to instruction and student learning.*

Professional Learning Facilitator

- *Facilitate a variety of professional learning workshops.*

Content Specific Curriculum Support

- *Help teachers create, plan, and implement curriculum .*

Data Review Facilitation

- *Support the gathering and analysis of student data to support effective teaching and learning.*

Instructional Coaching Services

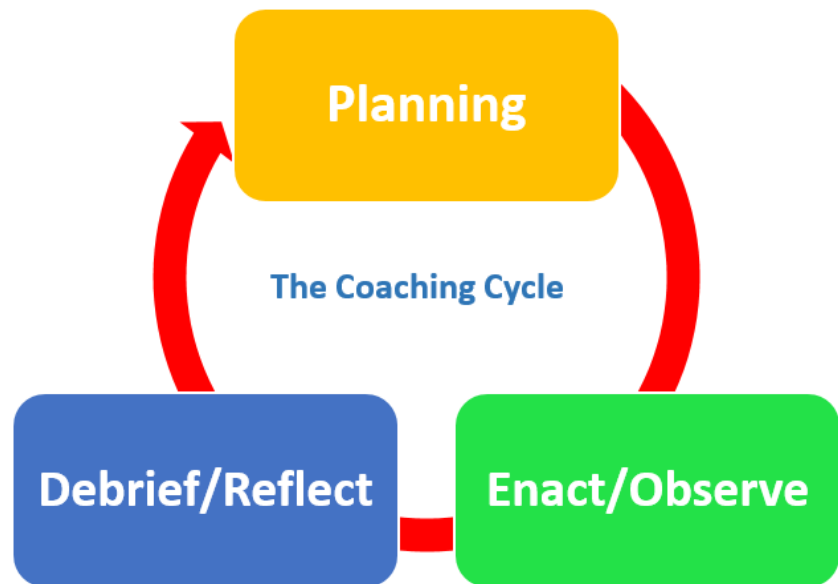
Provide job-embedded professional learning for teachers and PLCs	Observe teachers' instructional practice and provide non evaluative feedback
Engage in reflective conversations to co-investigate problems of practice with teachers	Partner with teachers in the analysis of student work to inform instructional practices
Promote a knowledge base of effective research-based instructional strategies	Facilitate district-wide and site-based professional learning
Partner with teachers to design lessons and plan instruction	Create customized learning and coaching supports according to individual and team needs

EUHSD's Two Primary Coaching Services

1. Coaching via the “Coaching Cycle”

The coaching cycle is the most common way coaches support teachers. This level of support may be more or less formal. The cycle allows teachers to co-plan, rehearse, co-teach, and then debrief with coaches using the cognitive coaching model in order to

accomplish individual and collective goals and work toward resolving their identified problems of practice. The single most important quality of the coaching cycle is the foundation of strong, collaborative partnerships. *The coaching cycle is where most coaching takes place.*



2. Coach as Collaborator and Facilitator of Job-embedded Collaborative Professional Learning for PLCs

Coaches support *collaborative* professional learning at the site and classroom level through two primary means: **Lesson Study** and **Teaching Studios**.

Both of these practices provide instructors with job-embedded professional learning and coaching in which all participants, including the coaches, increase their understanding and capacity to successfully help students learn and develop.



The Two Primary Coaching Services cont.

Coach as Collaborator and Facilitator of Job-embedded Collaborative Professional Learning

Lesson Study

Lesson study is a form of long-term professional development in which teams of teachers collaboratively plan, research, and **study** a specific **lesson** series of lessons as a way to determine how students learn best.



Teaching Studios

Teaching studios bring teachers together to collaborate, learn and rehearse “productive teaching routines.” The focus is more on pedagogy and less on a given lesson.

By design, the studio focuses on specific instructional practices designed to engage students in evidence-based learning experiences that align directly with how students learn the given content. Studios take place during the everyday work of teaching and typically involve one or more challenging aspects of the given content/curriculum. *The ultimate goal of the studio is to enable all students to access the challenging and rewarding elements of the content area.**

*Adapted from the Teachers Development Group Mathematics Studio Program page 1
<https://www.teachersdg.org/Assets/About%20Studio%20Brochure%20v.3.0.pdf>

EUHSD Instructional Coaching Metrics and LCAP Goals

All instructional coaches log their time and work in a daily coaching log which does not include coachees' names/information. The information provides data regarding which school-sites, departments/content areas, grade-levels, and programs are receiving support. It also allows us to determine how well we are supporting the specific Local Control Accountability Plan (LCAP) goals which helps ensure students in the highest needs categories are receiving support.

In addition, teachers provide feedback regarding the Professional Learning (PL) in which they participate via the online EUHSD Official Survey Tool. This information is used to determine how professional learning can be refined to ensure it meets the needs of educators.

Data and observations gathered during site and classroom visits also provide important information that is used to determine the degree of implementation of best practices which allows district, site and teacher leadership to understand what support and professional learning is required to ensure curriculum, instruction and learning are aligned with research-based best practices and standards-based curricula.

Instructional coaching supports our district's Local Control Accountability Plan (LCAP) Goals

Goal 1- Academic Achievement

Improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready.

Goal 2- Effective Instruction and Leadership

Provide a highly skilled, knowledgeable, caring and committed staff that collaborates productively to support and impact instruction and learning. Build the leadership capacity necessary to advance and ensure successful implementation of district goals and initiatives.

Goal 3- Support to Students

Provide systemic, equitable and accessible support services focused on academic, career and personal development so that all students graduate college and career ready.

Goal 4- Engaged Parents

Promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as opportunities for shared input

Goal 5 Safe and Respectful Environments

Foster respectful, collaborative, safe and secure environments that support teaching and learning.